

**Boosting Confidence: *Kampung Inggris* Students' Journey in
Improving Speaking Skill**

Thesis

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ABSTRACT

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Keywords: *speaking confidence, Kampung Inggris, thematic analysis, language learning strategies, affective factors.*

This study explores how students at *Kampung Inggris* develop confidence in speaking English, focusing on the internal and external factors that influence their progress, students' perceptions of their learning journey, and the strategies they find most effective in overcoming speaking anxiety. Using a qualitative approach, data were collected through in-depth interviews with six students who had studied at *Kampung Inggris* for at least six months. Thematic analysis was employed to identify recurring themes and patterns from the participants' narratives.

The findings reveal that students' speaking confidence is built gradually through the interplay of strong initial motivation such as the desire to work abroad or pursue international programs and a supportive learning environment characterized by English area rules, interactive methods like public speaking and roleplay, and the encouragement of empathetic tutors and peers. Students described their progress as a journey from initial fear and silence to greater fluency and spontaneity, supported by daily practice and authentic communication opportunities.

Furthermore, students highlighted specific self-regulated strategies such as preparing key points before speaking, practicing in front of a mirror, and using positive self-talk that helped them manage anxiety and speak more confidently. These findings emphasize that speaking confidence is not innate but develops through repeated practice, supportive feedback, and personal effort within an immersive language environment.

This study contributes to the understanding of affective factors in language learning and offers practical insights for tutors, learners, and language institutions aiming to foster speaking confidence in similar contexts.

Studi ini memberikan kontribusi terhadap pemahaman faktor afektif dalam pembelajaran bahasa dan menawarkan wawasan praktis bagi tutor, pelajar, dan lembaga bahasa yang bertujuan untuk menumbuhkan kepercayaan diri berbicara dalam konteks serupa.

ABSTRAK

Astuti, Dwi. 2025. **Meningkatkan Rasa Percaya Diri: Perjalanan Mahasiswa Kampung Inggris dalam Meningkatkan Keterampilan Berbicara**. Tesis, Departemen Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Islam Malang, Pembimbing: (1) Dr. Dra. Mutmainnah Mustofa, M.Pd., (2) Dr. Dzul Fikri, S.S., M.Pd.

Kata Kunci: *kepercayaan diri berbicara, Kampung Inggris, analisis tematik, strategi pembelajaran bahasa, faktor afektif.*

Penelitian ini mengeksplorasi bagaimana mahasiswa di Kampung Inggris mengembangkan rasa percaya diri dalam berbicara bahasa Inggris, dengan fokus pada faktor internal dan eksternal yang memengaruhi kemajuan mereka, persepsi mahasiswa tentang perjalanan belajar mereka, dan strategi yang mereka anggap paling efektif dalam mengatasi kecemasan berbicara. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam dengan enam mahasiswa yang telah belajar di Kampung Inggris selama minimal enam bulan. Analisis tematik digunakan untuk mengidentifikasi tema dan pola yang berulang dari narasi partisipan.

Temuan ini menunjukkan bahwa kepercayaan diri berbicara siswa dibangun secara bertahap melalui interaksi antara motivasi awal yang kuat seperti keinginan untuk bekerja di luar negeri atau mengikuti program internasional dan lingkungan belajar yang suportif yang ditandai dengan aturan bahasa Inggris, metode interaktif seperti berbicara di depan umum dan bermain peran, serta dorongan dari tutor dan teman sebaya yang berempati. Para siswa menggambarkan kemajuan mereka sebagai sebuah perjalanan dari rasa takut dan diam di awal menuju kelancaran dan spontanitas yang lebih baik, yang didukung oleh latihan sehari-hari dan kesempatan berkomunikasi yang autentik.

Lebih lanjut, para siswa menyoroti strategi-strategi pengaturan diri yang spesifik, seperti mempersiapkan poin-poin penting sebelum berbicara, berlatih di depan cermin, dan menggunakan self-talk positif yang membantu mereka mengelola kecemasan dan berbicara lebih percaya diri. Temuan-temuan ini menekankan bahwa kepercayaan diri berbicara bukanlah bawaan, melainkan berkembang melalui latihan berulang, umpan balik yang suportif, dan upaya pribadi dalam lingkungan bahasa yang imersif.

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) research problems, (3) research objectives, (4) scope of the study, (5) significance of the study, (5) definition of key term

1.1 Background of the Study

Proficiency in English has become essential for social, professional, and academic success in an increasingly globalized world. Speaking is frequently seen as the most difficult of the four fundamental language skills- listening, speaking, reading, and writing. But it is also the most necessary for efficient communication. Many English language learners experience poor confidence when speaking, especially in non-native speaking nations like Indonesia. This is mostly caused by a lack of practice, a fear of making mistakes, and a lack of exposure to real-life English interactions.

Speaking is the most common and significant way that people communicate with each other. It is linked to success in life and is a crucial position both individually and socially (Amiryousefi, 2016; Liu & Tarnopolsky, 2019; Purba, 2016). Speaking is an activity that people use to communicate with others in order to express ideas, feelings, opinions, etc. As a result, speaking is a skill that students must learn when learning English. Speaking becomes an important part of using language (Maxom,

2009). Since speaking is a method, using oral speech in social interaction produces the result of overthinking.

Speaking is an extremely helpful communication skill. However, the data indicates that most people believe speaking is more difficult than other abilities when learning English, and some people lack the confidence to deliver phrases orally. Speaking is regarded by Dincer & Yesilyurt (2017) as one of the more challenging of the four skills (writing, speaking, listening, and reading). Some researchers are particularly concerned about this, and they frequently offer suggestions for how to encourage students to become more engaged in and proficient speakers. Tuan & Mai (2015) state that inhibition is the first issue. When students attempt to communicate in a foreign language, they frequently feel uneasy. They fear making mistakes when speaking, receiving negative feedback, or feeling frightened and ashamed when others are watching them talk. Melendez et al. (2014) claim that students with low English proficiency have distinct personalities, such as feeling nervous when speaking, perspiring, being silent when the teacher calls on them to speak, or even breaking down in tears because they can't remember what to say.

In Indonesia, where English is taught as a foreign language, students practice speaking and writing in order to perform well on tests. As a result, pupils frequently express dissatisfaction with the reading assignments. Their individual attitudes have an impact on this. Nonetheless, many people still find English to be a difficult topic. Motivation, attitudes, anxiousness, learning accomplishments, aptitudes, IQ, age, and personality are some of the variables that have affected the learning process (Hasan & Fatimah, 2014; Pratolo, 2017; Purba & Setiawan, 2021; Shams & Seitz, 2008). It is

thought that attitude is the most important of these aspects when learning a language. According to (Inal et al., (2003)); (Reschly, (2022)), attitude also refers to one's feelings and influences how we behave during learning.

One of the most profound impacts of *Kampung Inggris* is its ability to enhance students' confidence in using English. Within this learning community, everyone shares the same goals and understands that making mistakes is a natural and valuable part of the learning process. Such an encouraging atmosphere creates a psychologically safe environment where learners feel comfortable expressing themselves without fear of judgment.

Additionally, *Kampung Inggris*' structured programs—comprising periodic performance assessments, a well-sequenced curriculum, and placement tests—allow learners to monitor their own progress. This sense of measurable achievement contributes significantly to their growing self-assurance. This finding aligns with Bandura's (1997) self-efficacy theory, which asserts that confidence is best developed through mastery experiences, or the successful completion of progressively challenging tasks.

Cultural immersion also plays a vital role. Many dormitories in *Kampung Inggris* require English to be spoken at all times, from morning routines to late-night conversations. Such full-language immersion encourages learners to think and communicate in English continuously, naturally increasing both fluency and confidence. Supporting this, a study by Putri and Astuti (2023) found that students who joined a two-month speaking program in *Kampung Inggris* reported a marked improvement in their public speaking ability and everyday communication confidence.

The participants credited this growth to consistent exposure, peer encouragement, and constructive teacher feedback.

Given the aforementioned information, *Kampung Inggris* in Pare, Kediri, East Java, is one way to address the issues. People who share the same beliefs about learning English for certain purposes make up the English community in Pare (Nurhayati, 2013). Since the majority of the speaking tests are in English, many students travel to this village to get better at the language or even to learn some tips for passing the scholarship exams. Since its founding in 1977, this community has grown in popularity among all Indonesians. Remarkably, Malaysia, Thailand, and a few African nations are also represented among the pupils. This location was picked for a number of reasons, including the students' perception that it is a good community to retain their English because the atmosphere is one element that encourages English study. It implies that they won't have to worry about being rejected by friends and that they will have enough of pals with whom to practice their English. Additionally, others around them reinforce mutual motivation, which originates from within. Together with people who share their goals, a positive atmosphere will support students in staying motivated. However, *Pare's English* classes are reasonably priced. They will have a potential strategy to figure out how much it will cost to live for a few months. Finally, depending on their goals, students are free to select the class they wish to enroll in. At the moment, *Kampung Inggris* offers more than 100 English classes.

How students develop and enhance their confidence in speaking English is a crucial component of successful learning in English Village. This self-assurance frequently serves as a catalyst for someone to speak up, make errors, and grow from

the experience. As a result, it's critical to investigate in further detail how this process works and what elements help or impede students' confidence growth while they're enrolled in the English Village program.

1.2 Research Problem

Based on the background that has been described above, the researcher formulates the problem formulation, as follow.

1. What factors contribute to the development of students' confidence in speaking English at *Kampung Inggris*?
2. How do students perceive their progress in overcoming speaking anxiety and improving fluency?
3. What strategies and learning experiences do students find most effective in boosting their speaking confidence?

1.3 Objective of the Study

Based on the problems above, the objectives of this study are:

1. To identify the factors that influence students' development of confidence in speaking English.
2. To explore students' perceptions of their progress in overcoming speaking anxiety and enhancing fluency.
3. To know the strategies and learning experiences that effectively help students boost their speaking confidence during their time in *Kampung Inggris*.

1.4 Significance of the Study

This research holds both theoretical and practical significance in the field of English language teaching and learning.

a) Theoretical Significance

Theoretically, this study contributes to the existing body of knowledge on language learning, particularly in the area of speaking skill development and learner confidence. It provides a deeper understanding of how non-formal learning environments such as *Kampung Inggris* influence students' affective factors, especially self-confidence, which is often overlooked in traditional classroom settings. The study also strengthens the discussion surrounding psychological aspects of second language acquisition, such as motivation, anxiety, and willingness to communicate. By focusing on students' lived experiences, this research expands the perspective of narrative inquiry in language education and supports theories related to self-efficacy and the socio-cultural approach to language learning.

b) Practical Significance

From a practical perspective, this study provides valuable input for English language instructors, course designers, and educational institutions especially those operating in informal settings such as *Kampung Inggris*. The results may guide educators in creating more supportive, engaging, and psychologically safe learning environments that nurture students' self-confidence and reduce speaking anxiety. Furthermore, this study may help curriculum developers design speaking activities that

not only improve linguistic competence but also build emotional resilience and motivation among learners. For learners themselves, the stories and strategies uncovered in this study may serve as both inspiration and guidance, proving that confidence in speaking English is not a fixed trait but a skill that can be developed over time through practice, support, and the right environment.

1.5 Scope and Limitation

This study focuses on exploring how students develop speaking confidence during their time at *Kampung Inggris, Pare, Kediri, East Java*. It specifically examines the factors that contribute to students' confidence, their perceptions of progress in overcoming speaking anxiety and improving fluency, and the strategies and learning experiences they find most effective. The scope of this study is limited to speaking skills and confidence aspects within the non-formal learning context of *Kampung Inggris*.

This research also has several limitations. First, participants were not selected from a single course institution but from different English courses within *Kampung Inggris*. This means the consistency of teaching methods and learning materials experienced by each participant might differ, which could affect the findings. Second, data collection relied solely on semi-structured interviews without additional data sources such as classroom observations or quantitative measures, so the results depend entirely on the honesty, accuracy, and memory of the participants in sharing their experiences. Third, this study focuses only on speaking skills and students' confidence,

it does not cover other language skills such as listening, reading, writing, or grammar, which may also influence students' overall language development and confidence.

Despite these limitations, this study provides valuable insights into how speaking confidence is built in an immersive, non-formal English learning environment and may serve as a reference for future research or program development.

1.6 Definition of Key Terms

The researcher provides definitions for crucial phrases to prevent misunderstandings and ambiguity in the knowledge of the terms utilized. Since this study requires definitions for certain terminology, this must be taken into account.

Boosting confidence, the term refers to students in under my study in *kampung Inggris* who learn and acquire English as a second language in *Kampung Inggris Pare*, where various efforts have been made to improve their confidence in speaking English. In the context of this study, increasing confidence refers to developing the courage to speak, reducing the fear of making mistakes, and feeling self-assured when communicating orally in English.

Kampung Inggris, also known as an English language learning center, is an informal education place located in Pare, Kediri, East Java. There are numerous educational institutes in the region that provide extensive, practical English language practice.

Speaking ability is the capacity to communicate ideas, thoughts, and feelings in English orally in a clear, confident, and fluid manner. According to this study,

speaking abilities are the outcome of pupils' practice and education in the *Kampung Inggris*.



CHAPTER V

DISCUSSIONS

This section discusses the findings in relation to the three research questions, supported by direct quotes from participants and recent theoretical frameworks. The discussion shows how students' speaking confidence developed at *Kampung Inggris* through a dynamic interplay of motivation, social context, and practical strategies.

5.1 Factors Contributing to Students' Confidence in Speaking English

This study found that students' confidence in speaking English developed through the combined influence of internal motivation, external support, and personal strategies.

Firstly, students had instrumental motivation, such as wanting to work abroad, join international programs like the WHV, or become English teachers. This supports Deci & Ryan's (2000) Self-Determination Theory, which explains that motivation can be intrinsic (learning for enjoyment) or extrinsic (learning for practical goals). The presence of strong extrinsic motivation among participants aligns with Kusuma & Sofwan (2020), who found that students with clear professional goals tend to practice more and show higher confidence.

Secondly, the immersive learning environment at *Kampung Inggris*, including English area rules and authentic daily interactions, was crucial in lowering anxiety and

encouraging practice. This confirms Astuti & Hapsari (2020), who noted that students studying in immersive environments feel more comfortable making mistakes and gradually become more confident. Similarly, Ningsih & Utami (2022) highlight that daily social interaction increases self-efficacy and speaking confidence.

Thirdly, interactive learning methods, such as public speaking, debates, discussions, and roleplays, helped students overcome fear. This aligns with Nugroho et al. (2021), who emphasized that communicative activities in the classroom promote willingness to speak.

Fourth, the role of tutors was significant not only for teaching content but also for providing emotional support and constructive feedback. This supports Syamsudin et al. (2023), who found that students taught by patient and encouraging tutors show lower anxiety and greater confidence.

Fifth, peer support created a safe practice environment where students felt less judged and more motivated to speak. This finding is in line with Sari et al. (2022), who reported that peer collaboration improves students' speaking performance and confidence.

Finally, students applied internal strategies, such as preparing outlines, practicing in front of mirrors, and using positive self-talk to reduce nervousness. These strategies support Pratiwi (2021), who demonstrated the effectiveness of self-regulated learning strategies in overcoming speaking anxiety.

Together, these findings illustrate that students' speaking confidence is shaped by the interplay of motivation, environmental support, interactive practice, and self-management techniques.

5.2 Students' Perceptions of Their Progress in Overcoming Speaking Anxiety and Improving Fluency

The students perceived their improvement in speaking skills as a gradual and continuous process. Initially, they were limited to short answers and felt anxious, but over time, they became more fluent and confident.

This finding aligns with the concept of Willingness to Communicate (WTC) as discussed by Tsiplakides (2023), which suggests that repeated exposure and low-anxiety environments increase learners' readiness to speak. The journey described by students starting from hesitant speech to spontaneous conversation also reflects the importance of consistent practice, which is supported by Rachmawati & Cahyono (2022), who found that frequent speaking practice at Kampung Inggris significantly improves fluency.

Students also reported a growing sense of pride and accomplishment after successfully speaking with foreigners or presenting in class. This experience supports Bandura's (1997) concept of mastery experiences, which states that successfully performing a task enhances self-efficacy and confidence.

Furthermore, students felt that their fluency improved not only because of vocabulary growth but also because of practicing in real contexts. This supports Astuti & Hapsari (2020), who noted that practicing English in authentic situations strengthens both confidence and language skills.

These findings confirm that overcoming speaking anxiety and improving fluency is a process shaped by repeated practice, supportive environments, and emotional reinforcement.

5.3 Strategies and Learning Experiences That Boost Students' Confidence

Students identified several practical strategies and learning experiences that helped them become more confident speakers.

One strategy was preparation before speaking, such as creating outlines instead of memorizing full scripts. This reduced pressure and increased spontaneity, consistent with Utami & Nurhidayah (2020), who found that preparation techniques reduce speaking anxiety.

Students also practiced self-regulation techniques, including positive self-talk (telling themselves to stay calm), rehearsing in front of mirrors, and deep breathing before speaking. These strategies support the findings of Pratiwi (2021), who highlighted the effectiveness of self-management in language learning.

In addition, interactive speaking activities—like public speaking, group discussions, debates, roleplays, and interviewing tourists—provided meaningful contexts that encouraged students to speak despite their fears. This aligns with Nugroho et al. (2021) and Sari & Maharani (2023), who reported that communicative tasks and real-life practice lower speaking anxiety and improve fluency.

Finally, emotional support from tutors and peers motivated students to speak more frequently and take risks, reflecting the social dimension of language learning described by Alamer & Alrabai (2022).

Overall, the study shows that speaking confidence grows through deliberate preparation, daily speaking practice, supportive social interactions, and internal efforts to manage anxiety.

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